

I. INTRODUCTION

This chapter discusses certain points; back ground of the problem, problems identification, limitation of the problems, problem formulation, objectives of the research, uses of the research and definition of terms as follow:

1.1. Background of the Problem

English is a communication tool which has been used by many people to communicate each other. And it is requirement in globalization era at this moment. In Indonesia English is the first foreign language which must be taught from elementary school to university. English learning is divided into four skills. They are listening, speaking, reading and writing. And it is supported by other language elements like vocabulary, grammar and pronunciation suitable with the theme as the purpose of that learning.

In this case, the writer would like to discuss about English teaching and learning at Junior High School. According to the 2006 English Curriculum for Junior high School, English is taught to the students of Junior High School as compulsory subject and it must be given to the student continuously in order to make the student is able to communicate in oral or written form.

At SMP Negeri 3 Pringsewu, English learning for the eighth grade student has been suitable with the School Based Curriculum (KTSP) in 2006, with the number of face to face 4X40 minutes per class in a week, and 72 is the minimum

standard score (KKM) must be achieved by the student. In this study, the writer focuses in teaching reading comprehension especially for the eighth three grade students of SMP Negeri 3 Pringsewu. Why do I take this class?

The first reason is that, some of the students have difficulties to understand or comprehend the reading text like finding the mind idea of the text, , identifying the specific information of the text, determining word reference, making inference, understanding the purpose of the reading, knowing the tense mostly used and also the generic structure of reading text. It is shown when they answer the questions of the reading text. Some of them get score under the minimum standard score (KKM). They do not know which sentence is suitable to answer the question given. The writer is concious that, it might cause the way of teaching reading of the writer as a teacher has not been appropriate and appeal for the students. The writer teaches reading is still using conventional way that is the teacher asks the students to read the reading together and then they try to answer the question after that.

The second reason is that, there are only a few students who are active in learning. And the other students are only playing. It might cause some of them do not understand and comprehend of the reading text. And the last reason is that, there is different competence of English at the eighth three grade student. So in this case, the writer wants to do the classroom action research because the writer wants to improve her teaching performance and she wants to make her students able to comprehend the reading better than before. As we know that reading is one

of the skills should be mastered well by the students, because reading is an essential factor that influences one's activity in communication.

Reading is one of important skill in English. Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition of communication, and of sharing information and ideas. According to William (1984), he defines reading as a process whereby one looks at and understands what has been written. Ariffin (1992:1) in her book entitled *Anthropology of Poetry for Young People* defines reading as highly personal activity that is mainly done silently alone. There is a clear understanding that reading is something related to the activity of acquiring information and it is done either silently or aloud.

As it is described at the objectives of teaching reading at Junior High School according to the School Based Curriculum (KTSP) are to make the students be able to identify some information based on the text is like the main idea of the text, identify the specific information of the text, word reference, making inference, understand the purpose of the reading, knows the tense mostly used and also the generic structure of the text. In addition the teacher also wants to make the students are active in english learning. Because a good learning is, if all of the students are involved in doing all the activities in teaching learning process. Here is the important situation that all the students have learning strategy which it will make possible of them to expand themselves according to their style of learn. The skill and willingness to involve actively represents parameter that learning walks truly. As Paulson and Faust define active learning is anything that students do in a

classroom other than merely passively listening to instructor's lecture. And the active learning techniques grouped into 6 categories: Individual Exercises, Questions and Answers, Immediate Feedback, Critical Thinking, Share/Pair, and Cooperative Learning (http://cte.umdj.edu/active_learning/active_general.cfm)

Based on the reasons above the writer tries to apply the technique of teaching reading comprehension using make a match learning technique. Make a Match is cooperative learning technique that is developed by Curran (1994). It is fun cooperative learning for students. And it can be applied for all lesson and all grade. This technique is done with the way that the students must match the things or question they got with the pair of the answer. It can be done by alone, pairs, or group.

1.2. Problems Identification

Based on the background of the problem, the writer identified the problem as follow :

1. Some of the students get low score or get score under the minimum standard criterion in answering reading text test.
2. Some of the students have difficulties to comprehend reading text.
3. Only a few students are able to comprehend reading text.
4. The way of teaching reading of the teacher has not been appropriate and appeal for the students.
5. The teacher is still using the conventional way in teaching English.
6. Only a few students are active in learning.

1.3. Limitation of the Problems

Referring to the limitation of the problems, the writer focuses her study on reading comprehension that is improving students' reading comprehension using make a match technique learning.

1.4. Problem Formulation

Based on the limitation of the problems above, the writer formulates the research problems as follow:

1. How is the technique (make a match) used to improve the students' reading comprehension achievement at the VIII3 grade students of Junior High School 3 Pringsewu?
2. How is the students' opinion of the technique (make a match) in learning reading comprehension at the VIII3 grade students of Junior High School 3 Pringsewu?
3. How is the technique (make a match) used to make the students active in learning reading comprehension at the VIII3 grade students of Junior High School 3 Pringsewu?

1.5. Objectives of the Research

Based on the formulation of the problems, there are three objectives of the study:

1. To describe how the *make a match technique* improves the students' reading comprehension achievement at the VIII3 grade students of Junior High school 3 Pringewu

2. To describe the students' opinion of *make a match technique* in learning reading comprehension at the VIII3 grade students of Junior High School 3 Pringsewu.
3. To describe how *make a match technique* makes the students active in learning reading comprehension at the VIII3 grade students of Junior High School 3 Pringsewu.

1.6. Uses of the Research

This result of the research can be used as follows:

Theoretical use:

1. To support the next researcher who will concentrate on students' reading comprehension achievement, students' activity in teaching learning process of make a match technique and teaching performance.

Practical uses:

1. As a help to english teacher in finding appropriate technique in improving students' reading comprehension achievement, students' activity in learning and teacher's performance.
2. As a help to the students in improving reading comprehension skill achievement.

1.7. Definition of Terms

These terms are used below to provide clear ideas of the topic that will be discussed.

Reading comprehension means relating to what someone does not know or new information to what he already knows through printed messages being read. It

may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intention and expectations are already have in readers' head (Smith,1982:15).

Active learning is anything that students do in a classroom other than merely passively listening to instructor's lecture (Paulson and Faust). Active learning techniques grouped into 6 categories: Individual Exercises, Questions and Answers, Immediate Feedback, Critical Thinking, Share/Pair, and Cooperative Learning.

Cooperative learning is small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal (Artz and Newman, 1990).

Make a match technique learning is the technique which is done with the way that the students must match the things or question they got with the pair of the answer. It can be done by alone, pairs, or group (Curran,1994).